

New Jersey
Social Studies Curriculum Framework



NEW JERSEY STATE DEPARTMENT OF EDUCATION
SUMMER 1999

FRAMEWORK

CURRICULUM



NEW JERSEY SOCIAL STUDIES CURRICULUM FRAMEWORK

*A Document in Support of the
Core Curriculum Content Standards for Social Studies*

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NEW JERSEY SOCIAL STUDIES CURRICULUM FRAMEWORK

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YOUR FEEDBACK IS ENCOURAGED!

The New Jersey Social Studies Curriculum Framework, like the standards themselves, is intended to be a “living” document, subject to periodic review and revision. Comments and suggestions regarding the Framework should be submitted to the New Jersey State Department of Education (Attention: Social Studies Coordinator).

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PREFACE

The *New Jersey Social Studies Curriculum Framework* is a resource and guide for educational communities as they restructure their schools to align existing social studies curricula with the *Core Curriculum Content Standards*. The standards reflect the goals for social studies learning and are the basis for the future of well-articulated social studies programs in the state of New Jersey. These standards will enable not only a vertical articulation from one grade level to the next, but also a horizontal articulation reaching across the entire school curriculum. Students will be expected to develop core knowledge and requisite skills in civics, history, economics, and geography.

New Jersey emphasizes the importance of every student linking school-based learning with his/her future. The five *Cross-Content Workplace Readiness Standards* are therefore included in this *Social Studies Framework* with activities that illustrate how they can be integrated into the social studies curriculum.

This *Framework* is designed to be used by educators from Kindergarten through Grade 12. Administrators, school board members, parents, local business leaders, and members of the community are also urged to utilize this Framework to assist them in creating and communicating a district vision of standards-driven social studies classrooms. Participation in both the process and outcomes encourages the development of new strategies, the finding of additional resources, and a sense of energy and commitment to the teaching and learning of social studies.

This document presents broad, overarching concepts and ideas to assist in the development of district goals, curriculum, and instruction. It provides an overview of new instructional strategies and assessments that will enable educators to create supportive and effective learning environments.

THE VISION

The New Jersey Social Studies Curriculum Framework Taskforce envisions the following:

- *A democratic citizenry with an appreciation for the heritage of America and with a high degree of civic, historical, economic, and geographic literacy*
- *A well-articulated K-12 social studies program that includes solid content, student-centered instructional methods, and state-of-the-art assessment*
- *Students who are fully involved in a program based on validated, research-based strategies in the social sciences and a program in which the textbook is only one of many resources*
- *Teacher-designed classroom activities that require students to think critically, to do their own research, and to become skilled in the use of libraries and the Internet in examining issues past and present*
- *Effective coverage of the 12 historical periods required by the standards with a focus on students' abilities to think critically and to build a "common core of knowledge"**
- *Social studies programs throughout New Jersey that "foster the bedrock value of patriotism and the overarching quest to nurture a good person"**
- *Students who become adult citizens with a "commitment to the democratic ideals which are central to our way of life"**

*New Jersey Core Curriculum Content Standards, May 1996

ACKNOWLEDGEMENTS

The New Jersey Department of Education gratefully acknowledges the thoughtful contributions and outstanding efforts of the many educators, parents, and citizens who worked on this *Framework* project. We especially wish to note with appreciation those who served on the task force that developed the document in draft form; our partner organizations, the New Jersey Council for the Humanities and the New Jersey Chamber of Commerce; and the state's professional social studies associations.

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INTRODUCTION TO THE NEW JERSEY SOCIAL STUDIES CURRICULUM FRAMEWORK INITIATIVE



INTRODUCTION TO THE NEW JERSEY SOCIAL STUDIES CURRICULUM FRAMEWORK INITIATIVE

BACKGROUND AND STATEMENT OF PURPOSE

The *New Jersey Social Studies Curriculum Framework* is based on the Core Curriculum Content Standards in Social Studies and the Cross-Content Workplace Readiness Standards that apply to all areas (New Jersey Department of Education, 1996). Since the adoption of the New Jersey standards, frameworks in each of the seven curricular areas have been developed to assist local districts in the implementation of the standards. These documents are intended to clearly explain the meaning and application of the standards and their accompanying cumulative progress indicators (CPIs).

This *Framework* is designed to help educators and the public to understand what is intended by the standards and to see how they can be effectively implemented in schools to maximize student learning. This document provides a standards-based structure that will aid district curriculum specialists and classroom teachers in redesigning and improving their social studies programs to meet the standards. It articulates in detail the social studies content and specific skills that are implied in the standards and CPIs.

The first three chapters of this *Framework* contain activities for each of the indicators under the nine Social Studies Standards. It includes content and skill matrices for civics, history, economics, and geography. Chapter 4 provides information and strategies for adapting the curriculum for students with disabilities, students with limited English proficiency, and exceptionally able students. Chapter 5 includes some advice on how to incorporate the Cross-Content Workplace Readiness Standards in the social studies curriculum. Four appendices—a suggested history coverage outline, a list of historic sites, a bibliography, and a list of resources for teaching New Jersey topics—supply additional resources.

ORGANIZATION OF THE FRAMEWORK

Overview

As noted above, this *New Jersey Social Studies Curriculum Framework* is based on the nine Social Studies Core Curriculum Content Standards and the five cross-disciplinary Workplace Readiness Standards. These standards are broad statements of intended learning outcomes for New Jersey's students. The standards lay out expectations to drive social studies curriculum, instruction, and assessment. For a quality educational program that treats students equitably and fairly, these three elements must be aligned at both the state and local levels. What is in the curriculum, what is taught in the classroom, and what is tested, should be in alignment.

There are nine Social Studies Standards: two focusing on democratic citizenship and government, four on history and economics, and three on geography and environmental studies. The number of standards per subject (i.e., civics, history, economics, and geography) is not an indication of the importance of each subject. It will be a district's decision as to the core, or the foundation, of the local program. What matters is that students are able to demonstrate that they have met the standards.

This *Introduction* describes the organization of the *New Jersey Social Studies Curriculum Framework*, summarizes suggested goals of social studies education, and lists the guiding principles of this *Framework*. A section on teaching and implementing the Social Studies Standards is included, followed by a classification of the *Framework* activities. Finally, opportunities for staff development are suggested.

Chapter Contents

Each of the first three chapters begins with a listing of the core understandings covered by each standard and a sequence that traces the major concepts and themes students must grasp as they progress from Kindergarten through Grade 12. Much thought has been given to the grade-level appropriateness of each activity and the learning goals implied for each of the grade level performance indicators.

Each chapter contains teaching and learning activities that provide implementation suggestions for the standards and indicators in a classroom setting. A set of grade-level indicators accompanies each standard and every indicator is represented by one or more activities. The purpose of these activities must be clearly understood. The *New Jersey Social Studies Curriculum Framework* is not a mandated social studies curriculum. Curriculum selection and development is the responsibility of each local district. Nor is the Framework a mandated "how-to" manual for the implementation of the standards. The suggested activities under each cumulative progress indicator (CPI) describe, rather than prescribe, instructional practice that is aligned with the standards. The goal is to assist implementation of the standards by defining the standards and indicators, as well as the historical periods, themes, and topics that the standards include. The activities also present an array of content material and challenging instructional ideas that will inspire teachers to develop activities suited to the particular needs and interests of their students.

On the CPI/activity pages, the cumulative progress indicator highlighted is followed by a brief description of its meaning. The general topic and grade level of the sample learning activities are noted, as are any relevant historical periods and themes. An Overview section "sets the stage" for the activities.

After the sample learning activities are briefly described, suggested extensions are included in the *Further Explorations* section. The *Connections* section lists other CPIs of the same social studies standard and/or other standards that relate to the sample learning activities. Occasionally, a *Historical Note* presents background information that would have made the Overview too lengthy, and a *Teaching Note* provides valuable tips related to teaching and learning.

Finally, a *Resources* section directs teachers to a sampling of materials that are available for curriculum development, lesson planning, and student enrichment. Of course, many more activities and

resources could have been included. An exhaustive listing would be beyond the scope of this document.

Grade Level of Activities

The range of grade levels for each activity in this document can be determined by referencing the standards document (New Jersey Department of Education, 1996). For each standard, indicators are listed by number and are arranged by range of grade in three groupings: Kindergarten to end of Grade 4, Grade 5 to end of Grade 8, and Grade 9 to end of Grade 12. Table 1 illustrates this organization of CPIs by standard. For each standard, the CPIs are arranged by three grade clusters: Kindergarten to Grade 4, Grades 5 to 8, and Grades 9 to 12. The table shows, for example, that under Standard 6.1, CPI 5 would be in the K-4 cluster; CPI 8 would be in the 5-8 cluster; and CPI 14 would be in the 9-12 cluster of social studies activities.

Table 1
Cumulative Progress Indicator (CPI) Numbers by Standard and Grade Level

Standard	Cumulative Progress Indicator		
	K-4	5-8	9-12
6.1	1-6	7-11	12-16
6.2	1-4	5-8	9-11
6.3	1-4	5-8	9-14
6.4	1-4	5-8	9-13
6.5	1-6	7-12	13-18
6.6	1-5	6-10	11-16
6.7	1-5	6-10	11-12
6.8	1-5	6-11	12-17
6.9	1-3	4-5	6-8

If a set of activities is not geared for the entire grade-level cluster, the restricted range (e.g., “Grades 3-4” or “Grades 11-12”) is noted.

SUGGESTED GOALS OF SOCIAL STUDIES EDUCATION

The goals of social studies instruction as envisioned in this *New Jersey Social Studies Curriculum Framework* are as follows:

- 1. Transmission of our cultural and intellectual heritage.** This heritage includes what might be called the Hellenic-Judeo-Christian tradition—the knowledge, traditions, and values that flow from the history and experience of Western civilization. There is also a legacy of contributions from the African and Asian cultures that form part of our eclectic, multicultural society.
- 2. Transmission of knowledge.** Students need to develop a sense of the narrative flow of history if they are to understand present-day events. Narrative presentation is the beginning of historical learning, especially in very young children. All students need a base of historical literacy when studying the social studies. We do not advocate a return to the memorization of lists of capital cities, but we do urge that students have a basic working knowledge of the major events and persons in American and New Jersey history, and some areas of world history.
- 3. Development of skills of critical thinking, reflective learning, and information gathering.** Social studies learning has traditionally included these skills. The informed citizen needs them to participate intelligently in the affairs of government, especially in regard to voting and examining the issues of the day.
- 4. Citizenship education.** The development of informed, reflective, and responsible participants in a democratic society is a major task of social studies education. Citizen participation in government is essential to the workings of a democratic form of government. In selecting our representatives, we need to act intelligently for our own best interests and that of the country. We participate directly when we vote. To maximize the effect, we need to know for whom we are voting and for what issues. An important aspect of citizenship education is the examination of ethical dilemmas in many areas of social studies. [See Standards 6.1 (CPI 13,15); 6.2 (9); 6.3 (5, 8, 14); 6.4 (2, 4, 7, 8, 9-13); 6.5 (11, 14, 17); 6.6 (5, 9, 10, 14, 15); 6.8 (11, 13, 16); and 6.9 (3, 6, 8).] Under these indicators, students examine such ethical dilemmas as prejudice and genocide, rights and responsibilities of citizens, government's role in our lives, censorship and the place of art in a democracy, suppression of human rights at various times and places, problems caused by dysfunctional social institutions, intercultural conflict, and the rights of minorities. These are issues that the student will be called upon to examine in regard to democratic participation.
- 5. Components.** Social studies education includes the study of civics, history, economics, and geography. These are the core disciplines and are studied both as separate disciplines and also in an interdisciplinary format when appropriate. Closely related are sociology, government or political science, anthropology, and environmental studies. The latter contribute to the social studies program and are frequently presented as electives to secondary students.

GUIDING PRINCIPLES OF THE NEW JERSEY SOCIAL STUDIES FRAMEWORK

Balance

In the presentation and coverage of materials from civics, history, economics, and geography, we must endeavor to present an objective view of the material that we teach. The concepts of *balance* and *proportion* applied to civics and history means that issues of importance to most Americans are the issues that are given the most comprehensive coverage in this *Framework*. It also means that educators should endeavor to present materials to students as fairly and objectively as possible so that personal biases are not presented as necessary parts of the lesson and that students thereby are empowered to reach their own perspectives. Educators must also try to present an appropriate and truthful mix of positives and negatives.

The Framework developers have endeavored to maintain this balance throughout this document. They believed that this is educationally and historically the best way to present the subject of social studies to the educational community while at the same time affirming the principles and values of the American democracy.

Comprehensive Coverage

The New Jersey Social Studies Standards require all students to have studied seven periods of world history and five periods of American history. In addition, students will have studied New Jersey history in several grades before graduation. Coverage of these periods is essential to achievement of a standards-based education. Clearly the curriculum must attend to time allotments for these periods so that all are covered at appropriate grade levels. The choice of grade levels for each area is a local decision, which will be affected by the state assessment program.

Program Based on Solid Content

The social studies program should be founded on a core of solid, discipline-based knowledge that draws on the best scholarship in political science, history, economics, geography, and related disciplines. No standards-based program can succeed without this solid content core. The foundation of the student's knowledge must be built so that the student can then learn the higher-order skills that are essential to the social studies area.

Comprehensive and Current Source Materials

The rate of growth of our knowledge today requires that we as educators be up-to-date and that our knowledge be drawn from current best practice. Given the increased resources that are now available to all of us for our own research and development, we should endeavor to find the latest materials on any subject we teach. Reliance on only one source or even a few sources, whether textbooks or other source materials, is unacceptable if we are to teach our students to approach issues intelligently.

Adequate Research

No subject or topic in social studies is ever finally settled. We must develop in students the ability to question received interpretations of events and issues. In a spirit of true, open-minded inquiry, we must present to students the materials they need to analyze, synthesize, and interpret social stud-

ies issues. The flow of information today, with the Internet and the 70,000-plus books published every year in the United States alone, means that teachers no longer have to rely on a textbook to teach social studies.

The materials for a lesson in social studies can come from the latest issue of *Time*, the daily newspaper, the 6 o'clock news on television, one of the hundreds of Web sites on American history topics, or the vast numbers of CD-ROMs and educational games (e.g., *SimCity*, *Civilization*, *Strategy*, *Statecraft*). The growth of new knowledge is so rapid that we must try to be current even to teach ancient history. A 1998 issue of *Time* had a story of an archeological dig in Africa which suggested that the Kingdom of Nubia, not Egypt, might have been the source of early civilization on that continent. This story can be used for a lesson on the relationship of archaeology and history and the way in which the accepted version of a historical narrative can change significantly based on new findings.

Choice and Diversity

This *Framework* describes the domain of social studies in terms of content, student knowledge, and skills as required by the standards. There are substantial areas of choice for schools within the content domain and in curriculum delivery methods. The *Framework* does not compromise the broad areas of choice available to schools in implementing the standards. For example, whether to teach history chronologically or thematically is the district's choice. Both approaches can be used to enable students to get to the common destination-achievement of the standards. These approaches and others can coexist within the educational system without conflict, as long as there is a dialogue among practitioners.

Systems Thinking

A system is a set of components, or *subsystems*, that make up the whole of whatever we are considering. The subsystems work together toward a common goal. The systems approach is simply a way of thinking about total systems and their components. The system we call the *New Jersey Core Curriculum Content Standards* has eight components: the Visual and Performing Arts, Comprehensive Health and Physical Education, Language Arts Literacy, Mathematics, Science, Social Studies, World Languages, and Cross-Content Workplace Readiness Standards. These eight subsystems are independent entities, but there is substantial interdependence and overlap. There are also interrelationships within social studies and each of the subsets—civics, history, economics, and geography. Teachers are encouraged to see these interrelationships and to provide students with activities that increase their understanding of the workings of systems.

Some systems-related activities are listed below. Curriculum developers and teachers are encouraged to build on this list.

- Write your own constitution. Focus on the essentials of American democracy and your suggestions for possible improvements.
- Evaluate the roles and relative functions of the three branches of government during any recent period of U.S. history.
- Use *SimCity* or other software to design a new city. Include the basic elements that a city must have, such as government, public works, and a central business district.

- Prepare a simplified version of *Robert's Rules of Order* for class meetings.
- Prepare a series of visuals to explain the interworkings of the modern American economic system, including the Federal Reserve, the federal and state governments, and business.
- Using appropriate software and photographs from *National Geographic* and other sources, develop a visual “Story of the Nile River” that traces the river’s course through the land and through history.

Appropriate Use of Technology

Computer technology is essential in today’s social studies classroom. The growth of knowledge is so rapid in civics, political science, history, economics, and geography that the use of computer resources is essential. Today’s student learns social studies using CD-ROMs, electronic learning games, and the Internet. The modern teacher must become computer savvy and be able to tune in to cyberspace.

Competence in the uses of technology is an essential aspect of workplace readiness. Employers of the 21st century will expect graduates to know how to do both word processing and data processing and how to use spreadsheets and databases as routine operations in the modern workplace. It is essential that students in social studies classes be exposed to many experiences with computers, VCRs, scanners, and other modern technologies.

Workplace Readiness

Social studies education is citizenship education. If we are preparing students to participate in democratic and constitutional government, then clearly we need to educate our students to be critical thinkers and problem solvers. We also need to prepare our students for the working world. For these reasons, the workplace readiness skills have been included in many of the activities presented here—and should be taught in the classroom. Students need to learn about the expectations of their future employers, such as a positive work attitude, the ability to work cooperatively with others, critical-thinking and problem-solving skills, and awareness of safety principles. Every student should receive direct instruction as well as practice with these important concepts.

Inclusion of Various Student Populations

The Core Curriculum Content Standards in Social Studies can be achieved by virtually all students, including students with disabilities and with limited English proficiency. Adaptations of standards-based activities for these populations are included in this *Framework* for use by both regular classroom teachers and teachers of special education and bilingual/ESL classes. Additional adaptations are suggested for use with students with exceptional abilities (gifted students).

SOME NEW PRIORITIES

Renewed Emphasis on New Jersey Studies

The standards panel included the study of New Jersey history, civics, and geography in indicators for all grade levels. They believed that these subjects were important enough to warrant inclusion.

A survey conducted by the state's Task Force on New Jersey History found that students know little about these subjects. They recommended an increased effort in this area. State history, for example, should be taught not just in fourth grade, but within all three grade clusters referenced in the standards.

Increased Coverage of Non-Western World History

This *Framework* recognizes and respects the multicultural diversity of our schools. America has been basically a product of European civilization, and students are expected to study Western civilization as a foundational element of social studies. However, throughout our history there have been infusions of peoples and cultures from non-Western areas such as Asia, Africa, and Oceania. The standards advise districts to “define the balance.” We urge you to examine non-Western histories in relation to your curricular priorities and to determine how you will balance Western and non-Western topics in your teaching of world history.

Renewed Emphasis on Content in Elementary Grades

An analysis of the standards and indicators will indicate that the “expanding environment” approach to primary-level social studies is not emphasized there. There are some indicators dealing with the family but these are not central to the presentation. The emphasis for K-4 is on more content. For example, the study of the key principles of the Constitution, causality in history, and the development of knowledge of physical geography are clearly included for these grades. Elementary educators should read the K-4 indicators for all nine Social Studies Standards carefully to determine the educational program that will enable students to meet these expectations.

TEACHING TO THE SOCIAL STUDIES STANDARDS

Ours is a constitutional, democratic society. Citizenship in a democracy means informed participation in that society. The major objective of social studies education is preparation for this kind of responsible citizenship. An informed citizenry will insure that democracy is not replaced by oligarchy or worse. Social studies education is about teaching students how to think (not *what* to think), how to analyze public issues, and how to come to their own personal perspective on the issues. Social studies education also provides students with core knowledge in civics, history, economics, and geography. This core knowledge is the key to developing every student's appreciation for our American heritage. This knowledge and appreciation will enable students to participate in the great public dialogue that is unique to our American way of life.

The complexity of events and the growth of information in the modern world require that we equip students with the critical-thinking skills they will need to examine issues and to vote intelligently. Through social studies education, students will acquire a knowledge base of common cultural elements (including persons, dates, and events) in addition to concepts and understandings that will enable them to understand their heritage and to communicate with others.

The term “social studies” can apply to separate programs in civics, history, economics, and geography; to a thematic presentation of content blending these disciplines; or to a combination of these approaches. Any of these is acceptable as a means to enable students to meet the standards. The learner must always be the focus of educational programming (see Figure 1). The active learner is one who is continually engaged in productive activities that maximize his/her creativity and learning potential. This level of involvement cannot be achieved with a single-textbook approach to teaching. Especially in social studies, we must seek to access the vast array of resources available to us today in teaching civics, history, economics, and geography. In addition to the use of textbooks and other print materials, there are the following:

- The Internet
- CD-ROMs (e.g., *Encyclopedia Britannica*—two CD-ROMs that contain all 32 volumes of the print edition plus vast video resources)
- The World Book, Encarta, and Compton’s encyclopedias on CD-ROMs
- Simulation games like *Empire*, *Diplomat*, *Oregon Trail*, and hundreds of others that are interactive and that are the next best thing to having been there
- Board games
- Videotapes — a vast array from the *Civil War* series (nine tapes) to the most recent *Mesoamerica*, which comes in English or Spanish and is a resource for teaching about Mayans, Incas, Aztecs, Toltecs, etc.
- The classroom editions of the *Wall Street Journal*, *Newsweek*, *Time*, *U.S. News and World Report*, and many others
- Biographies and historical novels
- Materials from the numerous periodicals now available at any large bookstore, including monthly magazines on American History, the Civil War, the American West, European history, ancient history, archaeology, and many more topics.
- The CD-ROM version of *National Geographic* which contains 100 years of the magazine

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Figure 1

A New Approach

The standards-based educational program will be substantively different from the traditional program. Adopting such a program requires more than alignment of existing programs to the standards. A complete program review is recommended. Such a review might include the following steps:

1. Determine the strengths and weaknesses of your local program. Analyze the program structure: goals, priorities, instructional program, methods, materials, assessment, and decision making.
2. Review your goals and priorities in relation to the standards.
3. Analyze the standards as a standing structure. What do you see as the priorities and things to be emphasized? Each standard and CPI should be considered in itself and in relation to the other areas and to the total set of standards in eight areas.
4. Develop a program structure based on the results of steps 1-3 above. Your new structure may be similar to the old one or it may be very different. It should now be a standards-based program structure.
5. At this point, an alignment review of existing curricular materials, and methods is in order.
6. Begin to build the new standards-driven program based on your review.

There is no suggestion that the standards and CPIs be addressed in numerical order or that they be of equal weight. Each CPI must be considered in its relation to the others and to the standards and CPIs in the other curricular areas. The program structure you develop will be based on your interpretation of the standards and your configuration of a program built upon them. This is an expansive approach as opposed to a limited approach to curriculum.

Standards Structure

There are nine Social Studies Standards, which cover civics (two standards), history and economics (four standards), and geography (3 standards). The Workplace Readiness Standards are relevant for the social studies program. Each of these standards is accompanied by cumulative progress indicators (CPIs) that detail the required knowledge and skills associated with the standard. There are 125 CPIs for the Social Studies Standards and 48 CPIs for the Cross-Content Workplace Readiness Standards. The number of standards per discipline or subject does not indicate a prioritization of the subjects. Nor is every indicator necessarily of equal weight. The standards are interrelated in that complex phenomena have many dimensions. Citizenship education is a complex matter involving knowledge, values, history, and personal experiences. An historical event may involve historical, political, economic, and geographical factors. Geography is a major discipline involving lands and peoples. Disciplines are related, and the teacher must find the connections to make his/her program truly meaningful.

Implementation

We recommend that teaching to the standards begin with an examination of the already-existing local curriculum to determine whether realignment is necessary. Some curriculum planners may determine that much of their curriculum is already aligned with the standards, with minimal realignment necessary. Others may conclude that a significant realignment is necessary or that new approaches must be developed. In any case, it is recommended that the process begin with a careful review of the language of the standards and CPIs. Teachers will need to review carefully the standards and CPIs for their curricular areas. The following are some recommendations for teaching to the standards:

- *Focus on the specific language of the standards and indicators.* Each indicator should initially be seen as a separate entity, as a way to focus on the subject studied. The indicators are interrelated, but when we concentrate on a specific indicator, it is necessary to determine exactly what it says and what it will require in classroom activity. In studying civics, history, economics, or geography, the student will generally progress from *knowledge through comprehension and application to analysis, synthesis, and evaluation.*

In the consideration of an historical event or period, the lesson should initially focus on what actually happened before considering different viewpoints. In a standards-based presentation, it is recommended that the class focus first on the analysis of the historical event. Having acquired the necessary information, the student begins analyzing the data available to him/her before synthesizing the events into an overall perspective. At this point, the student is ready to speculate about causes and to develop his/her interpretation of the event while also considering alternative viewpoints as another source of information.

- *More comprehensive coverage and depth of content than in the pre-standards era.* The standards will require greater rigor and specificity in the treatment of topics in civics, history, economics, and geography. In view of the inclusion in the standards of seven periods of world history, five periods of American history, and 23 historical themes, the possible areas for curriculum are considerable. This *Framework* includes delineation of the 12 historical eras to be studied as well as a consideration of the 23 historical themes that are listed with Standards 6.3 through 6.6. In many places these considerations will require a realignment of curriculum to permit the teaching of topics at grade levels at which *they may not have been taught in the pre-standards era.*
- *Teaching methods based on the most current theory and research.* To enable our students to meet the standards, it is necessary to use the best aspects of traditional practice and of new and innovative approaches. The best of traditional practice means that there is much that was good in lecturing, explaining, classroom recitation, simulations and role-play, project-centered instruction, and effective questioning. We must retain and improve these skill areas while also trying to include an awareness and application of brain-based teaching, multiple intelligences, and classroom uses of computers and other technologies.

- *Teaching thinking.* No task is more important in social studies education (or any education) than teaching students to think. The teaching of thinking includes activities that develop the higher-order thinking skills of analyzing, classifying, synthesizing, and evaluating. There are many resources available to teachers for this purpose beginning with Bloom's taxonomy and progressing to the work of Sternberg, deBono, Ennis, and others. Current thinking indicates that teaching higher-order thinking skills, or critical thinking, is more than teaching propositional logic. In social studies, it would begin with concept development and proceed to the skills listed above. Many teaching models, such as the Marzano 6-step model, are available for classroom use.

THE CONTENT OF SOCIAL STUDIES

In the New Jersey Social Studies Standards there are four disciplines: civics, history, economics, and geography. A set of Cross-Content Workplace Readiness Standards includes major skill areas. Each of these five subjects has a specific structure. These structures are expressed as a set of clusters or related subtopics. Table 2 presents the content matrix of these clusters.

Table 2
Social Studies Content Matrix

Subject	Cluster
Cross-Content Workplace Readiness	Career planning and workplace readiness (Standards 1-4) Information gathering and uses of technology Critical thinking and problem solving Self-management skills
Civics (Standards 6.1, 6.2)	Principles of American democracy The U.S. Constitution, other documents, national symbols, and their significance Government process and functions Citizenship-rights, duties, and responsibilities How the humanities influence society The ways in which a society is reflected in its art Seeing the arts as representations of many societies
Political and Diplomatic History (Standard 6.3)	Study and analysis of historical events Broader perspective on significant events and periods in history Studying various interpretations of history World history—7 periods: Prehistory to 2000 BC to The Modern World U.S. and N.J. history—5 Periods: Colonial Period to the Modern Age
Social History (Standard 6.4)	Social history over time Institutions and individuals Prejudice and discrimination Ethical dilemmas in history
Cultures in History (Standard 6.5)	Elements of cultures (customs, artifacts) Culture and identity How cultures change, adapt, endure Cultures of the world
Economics (Standard 6.6)	Economic decisions Money, markets, and trade Economic systems Environmental economics Economics in history
Physical Geography (Standard 6.7)	Spatial concepts: types and locations of land and water forms
Human Geography (Standard 6.8)	Populations, cultures, and settlements
Environmental Geography (Standard 6.9)	Resources, environmental adaptations, and technological change

Classification of Activities

As indicated above, there are activities for each of the CPIs under all nine standards. The four history/economics standards, 6.3 through 6.6, list 23 specific themes to be addressed. These historical themes can logically be addressed under any of the nine standards. The civics and geography standards address general themes and topics specific to those disciplines. Table 3 provides a complete listing of all CPI/activity pages with the relevant historical periods and themes.

Table 3
Topics and Themes of Each CPI's Sample Learning Activities

Standard	CPI No.	Title	Theme
6.1	1	Key Principles of the United States Constitution	Constitution*
	2	Our Basic Rights	Principles of Democracy
	3	Looking at Current Issues	Citizenship
	4	Government Policies Can Impact Our Lives—The Christmas Menorah	Social Classes and Relations
	5	Important American Documents	History of Democracy
	6	Patriotism and Love of Country—American Symbols	Symbols of America
	7	Principles of the U.S. Constitution	Principles of Democracy
	8	The Bill of Rights	Citizenship
	9	More on Current Events	Citizenship
	10	Three Branches of Our Government	Government Structure
	11	The Structures of Government	Government Structure
	12	Origins and Principles of the U.S. Constitution—Federalists vs. Anti-Federalists	Constitution, Principles of Democracy
	13	The Democratic Process	Principles of Democracy
	14	Studying Current Events	Citizenship
	15	What is a Good Citizen?—Investigating a Public Issue	Citizenship
	16	How Does a Government Work?—City Hall	Government Processes
6.2	1	Art Tells the Stories of History—Portraiture as Social History	History of the Arts
	2	Social History in Art—Pottery of the Southwestern Pueblos	History of the Arts
	3	How Art Reflects Society—Music Appreciation for Young Children	History of the Arts, Popular Culture
	4	How a Work of Art Communicates	History of the Arts, Popular Culture
	5	Comparing the Arts across History—Artistic Style Changes in History	History of the Arts
	6	How Art and Literature Influence Society and Are Influenced by Society	History of Literature, the Arts
	7	Different Artists, Different Views—The Abolitionist Movement in United States History	History of Slavery
	8	Technology and the Arts—Celebration of the Future: World Fairs, 1876-1915	History of Popular Culture
	9	The Influence of the Arts and Their Effect on Human Rights	History of the Arts, Philosophy and on Social and Political Thought

	10	The Artist's Life and Work—Modern Latin American Art and Identity	The History of Social Classes and Relations, the Arts
	11	How Artists View Historical Events—Romanticism and Revolution	History of Social Classes and Relations, Literature
6.3	1	Cause, Effect, and Consequences in History—Beginnings of America	History of Political Leadership
	2	Examining Varying Viewpoints—Government Policy	History of Warfare, Political Leadership
	3	Change in a Significant Historical Period—Early New Jersey	History of Different Political Systems, Political Leadership
	4	Universal Human Rights—Early America	History of Different Political Systems
	5	Cause and Effect in History—Solon and the Evolution of Democracy in Ancient Greece	History of Different Political Systems, Political Leadership
	6	Opposing Viewpoints in History—Political Cartoons	History of Relations between Different Political Groups and Entities
	7	Significant Historical Periods—Ancient Egypt	History of Relations between Different Political Groups and Entities, Political Leadership
	8	Issues in Human Rights—Apartheid in South Africa	History of Social Classes and Relations
	9	The Complexity of Historical Causation—The War of 1812	History of Warfare
	10	Historical Interpretations Differ—The Cold War	History of Relations between Different Political Groups and Entities
	11	Differing Interpretations of Historical Events—The Conquest of Mexico	History of Warfare
	12	How Groups Overcome Adversity—The Harlem Renaissance	History of Social Classes and Relations
	13	Developing Your Own Interpretation of History—Reconstruction	History of Relations between Different Political Groups and Entities, Slavery
	14	Formulating Human Rights Policies—The Renaissance	History of Political Leadership
6.4	1 & 2	Families Past and Present	History of Gender Differentiation
	2	(Combined with CPI 1)	
	3	When Society Fails the Individual—Many Faces, One Family	History of Social Classes and Relations, Population Movements
	4	Cruel and Inhumane Behavior in History—Star of Fear, Star of Hope	History of Social Classes and Relations
	5	Societies Grow across Time and Space—The Garden State	History of Agriculture
	6	Societal Customs and Beliefs—Initiation of Youth	History of Literature, the Arts, and The Popular Culture
	7	Society Meets the Individual's Needs—Adolescent Culture in Medieval and Modern Societies	History of Cities and City Life
	8	Prejudice as Government Policy—The Story of Seabrook Farms	History of Population Movements
	9	Group Action on a Social Issue—New Jersey Women's Suffrage	History of Gender Differentiation
	10	Solving Society's Problems—Freedom of Choice in America	History of Population Movements

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	11	Change and Resistance to Change—Comparing American Slavery with Russian Serfdom	History of Slavery
	12	Ethical Issues in History—Religious Freedom	History of Gender Differentiation, Religion
	13	Counteracting Prejudice— <i>Diary of a Young Girl</i> by Anne Frank	History of Social Classes and Relations
6.5	1	Elements of Cultures—Ramadan: The Muslim Month of Fasting	History of Religion
	2	My Family	History of Popular Culture
	3	Customs of the World	History of Religion, Literature, the Arts, Education, Law, Popular Culture, Philosophy and Social and Political Thought
	4	Technology in Early America—Stone Tools of the Lenape	History of the Arts, Popular Culture, Philosophy and Social and Political Thought
	5	Cultural Artifacts (Materials)—Dolls in Many Cultures	History of Popular Culture
	6	How Our Culture Affects Our View of History—Christopher Columbus's Arrival in America	History of Travel and Communications
	7	Defining Culture	History of Religion, Law, Philosophy and Social and Political Thought
	8	The Culture and the Individual—Culture and Identity	History of Social Classes and Relations
	9	Customs of the World's People—The Growth of Islam	History of Religion, Popular Culture
	10	Factors in Cultural Change—Prehistoric Agricultural Communities	Early Agriculture
	11	Cultural Conflict—European American Settlers, African American Slaves, and Lenni Lenape Indians: Responses to Conflict in Colonial New Jersey	History of Social Classes and Relations
	12	Cultural Transmission of Customs—Rhetoric in Ancient and Modern Societies	History of Political Leadership
	13	How Cultures Influence Other Cultures—British Imperialism in the Far East	History of Religion, Law, Philosophy and Political and Social Thought
	14	Understanding People at Another Time in History— <i>The Butterfly</i>	History of Social Classes and Relations, Literature
	15	How Cultures Adapt—City Planning in Colonial America	History of Cities and City Life
	16	Cultural Transmission of Beliefs and Principles—Republican Virtues and the Education of Young Patriots	History of Education
	17	How the Culture Shapes Us—James Baldwin	History of Social Classes and Relations
	18	The Cultural Impact of Scientific Revolutions	History of Social Thought
6.6	1	The Role of Money in Everyday Life—The American Economy	Basic Economics

	2 & 4	Our Wants, Our Needs, Supply and Demand	Basic Economics
	3	The Work People Do	Basic Economics
	4	(Combined with CPI 2)	
	5	Environmental Economics	History of Economic Regulation
	6	Money as a Form of Exchange	Basic Economics; History of Banking and International Finance
	7	Markets and the Government—Medieval Burghers and the Control of Urban Commerce	History of Economic Regulation; Cities and City Life; The Corporation
	8	What Is an Economic System?—Manufacturing and the Changing American Household, 1820-1850	History of Gender Differentiation, Industrial Revolutions
	9 & 10	How Do People Influence Economic Decisions? Industrial Development of Newark, 1820-1890	History of Cities and City Life,—The Industrial Revolutions
	10	(Combined with CPI 9)	
	11	The Influence of Economic Factors in History—The Causes of World War I	History of Warfare
	12	Evaluating Economic Principles and Policies—NAFTA and the Consequences of Free Trade	History of Banking and International Finance, the Corporation
	13	Economic Theories-Adam Smith and Karl Marx	History of Philosophy and Social and Political Thought
	14	How Economic Systems Work—Black Tuesday and the End of Laissez-Faire Capitalism	History of Economic Regulation
	15	How to Evaluate an Economic Decision	Environmental Economics
	16	Economic Growth and the Environment—The Case of New Jersey	History of Agriculture
6.7	1	Using Maps, Globes, and Other Graphics to Answer Geographic Questions	Basic Skills in Physical Geography
	2, 3, & 4	Developing and Using Mental Maps	Basic Skills in Physical Geography
	3	(Combined with CPI 2 and 4)	
	4	(Combined with CPI 2 and 3)	
	5	Geography Basics	Core Knowledge
	6	Using Maps, Globes, and Other Graphics	Skills
	7	Translating Map Data to Other Graphics	Advanced Skills
	8	Human Geography	Skills
	9	Using Multiple Sources in Location Problems—New Jersey Geography	Advanced Skills
	10	Using Scales in Geographic Study	Skills
	11 & 12	Using Maps to Answer Geographic Questions	Advanced Skills
6.8	1	Populations and Migrations—Native Americans	Human Geography
	2	Comparing Types of Communities—New Jersey	Human Geography
	3	Geography and Economics	Human Geography
	4	Global Interdependence through Transportation and Communication	Human Geography
	5	Physical Geography	Human Geography
	6	Human Geography	Human Geography
	7	Worldwide Patterns of Human Settlements—The Living Space	Human Geography

	8	Urbanization—A Major Theme in Geography: The Growth of Cities	Human Geography
	9	Spatial Interaction	Human Geography
	10	How Technology Affects Life	Human Geography
	11	Global Connections	Human Geography
	12	Trends in World Population Growth	Human Geography
	13	Human Migration	Human Geography
	14	From Village to Megalopolis	Human Geography
	15	The Urban Landscape	Human Geography
	16	Movement of People and Goods	Human Geography
	17	Natural and Human Changes in the Environment	Human Geography
6.9	1	Resources—Distribution, Types, and Role in Our Lives	Environment
	2	Introduction to the Environment	Environment
	3	Consequences of Human Modification of the Environment	Environment
	4	World Distribution and Management of Resources	Environment
	5	How We Adjust to or Change the Physical Environment	Environment
	6	Evaluating Environmental Programs— New Jersey Issues	Environment
	7	The World Environment	Environment
	8	The Environment and Technology	Environment

*Some of the themes listed under Standards 6.1, 6.2, 6.7, 6.8, and 6.9 are not part of the list of required themes presented in the Social Studies Standards.

THE SKILLS OF SOCIAL STUDIES

The skills that are needed for social studies are enumerated in the standards document under social studies, language arts literacy, mathematics, science, comprehensive health, and cross-content workplace readiness. With reference to information-gathering and thinking skills, the teacher should review Workplace Readiness Standards 2 and 3.

The array of skill areas for social studies is listed in Table 4. The “Skill Area” column lists skills that apply to major subjects within social studies. Each of these has a specific application in civics, history/economics, and geography. Table 4 is a breakout of these skill areas by subject. In preparing this listing, we have analyzed the New Jersey content standards as well as the national standards in all these areas, plus other standard references in social studies.

Table 4 Social Studies Skills Matrix

Skill Area	Civics	History/Economics	Geography
Knowledge	Constitutions, basic structures of national, state, and local govt. Cultures, daily life in history and in the current world.	Important dates, events, and persons in significant historical periods of NJ and US.	Directions; point and line; types of land and water forms; names and locations of significant locations in NJ and US.
Comprehension	Understand how the basic structure of government works at the local, state, and national levels; key elements of the US and NJ Constitutions; the meaning of citizenship. Elements of culture; families around the world and throughout history.	Chronological thinking (sense of historical time, when events occurred and in what order). Historical comprehension: understanding an historical narrative.	Understand and apply the basic generalizations and theories in geography in order to acquire, organize, and analyze geographic information and to answer geographic questions.
Reading Skills	Read for content to gather information, identify and answer basic questions.	Read for content to gather information, identify and answer basic questions.	Read for content to gather information, identify and answer basic geographic questions.
Writing Skills	Write clearly on a civic or government issue to demonstrate a good grasp of that issue.	Write clearly on an historical issue to show understanding.	Explain the results of geographic inquiry both orally and in writing.
Reference Skills	Use standard references for current events, government issues etc.	Use standard references and Internet for historical topics.	Use standard book and computer references to research geographic topics.
Computer Use	Internet and databases for information search.	Internet and databases for information search.	Internet and databases for information search.
Thinking Skills	Know, infer, find the thesis, detect bias, distinguish fact and opinion.	Some interpretation: raise questions, define problems.	Organize, analyze, and answer geographic questions.
Location Skills	Identify voting districts; study the electoral college; redistricting in legislatures, etc.	Historical comprehension of changes in the maps of New Jersey and the US over time.	Ability to use maps to locate places; or mental maps.
Graphics	Use tables, graphics, to read and display information.	Develop timelines and other graphics and charts to display historical information.	Use and develop maps and other graphics for geographic data.
Personal Skills	Form and express convictions, behavior fits situation, recognize rights and value of others.	Awareness of different views; tolerance of ambiguity; ability to dialogue.	Appreciation and understanding of one's own heritage.
Interpersonal Skills	Home, family membership; community functioning; set and follow rules; decision making.	Ability to engage in conflict resolution, and negotiation.	Appreciation of and understanding of other groups, and cultures.
Social and Political Participation Skills	Develop citizenship skills in the classroom by setting rules, voting, civic participation. Appreciation and valuing of self and others.	Have a personal commitment to and participation in issues.	Ability to experience one's own and other cultures and to be aware of an act on environmental issues.

ASSESSMENT IN SOCIAL STUDIES

Classroom Level

The full range of assessment techniques currently in use should be used in the social studies classroom. These include pencil-and-paper tests, tests of knowledge of specifics, oral presentations, project methods, evaluation interviews, and performance assessment. No single method alone is sufficient. Each of the above has a specific application. The need for testing of student growth in higher-order thinking skills is asserted here. This does not, however, preclude the need to test student's core knowledge of basic elements of civics, history, economics, and geography. Skills without knowledge will not be effective in helping students to master the standards.

District Level

At the district level, the evaluation of social studies instruction should be based on the objectives of the school district and individual schools with a focus on accountability. District level assessment should include measuring progress in growth of knowledge and skills, not just skills. Of course, the most important aspect of social studies evaluation would be the measurement of student growth in higher-order thinking skills, in appreciation of democratic ideals and the American heritage, and in the quality of their social participation (Alleman & Brophy, 1998, p. 32). Such assessments might include pencil-and-paper tests, projects, and performances. The results of these assessments, which should be conducted at least annually, should be summarized for all staff and for the community and should be distributed widely.

State Level

There will be three assessments at the state level:

- Elementary School Proficiency Assessment (ESPA), or the Fourth-Grade Test
- Grade Eight Proficiency Assessment (GEPA), the Eighth-Grade Test
- High School Proficiency Assessment (HSPA), the Eleventh-Grade Test

Test specifications for each of these tests will be widely distributed to schools and will be useful in preparing students to do well. School districts are urged to disseminate these test specifications booklets to all schools and all teachers as a vital part of the educational program. Curriculum development efforts should be informed by these documents as well as by the Framework.

STAFF DEVELOPMENT

The new core curriculum standards raise the bar for all students, teachers, and administrators. There may be an initial need to realign curricula with the standards and indicators. This is a growth opportunity for all staff. Curriculum guides should be analyzed to determine whether the language of the standards and indicators is a good fit with the contents of the local guide. Staff should remember that the fundamental reference for this activity is the *actual language of the standards and indicators*. The development of activities that fit single indicators or groups of related indicators has been found to be a useful exercise in the course of the development of the present document. Additional suggested topics for staff development related to the new standards are:

- Historical content for analysis especially in the areas of non-Western world history and New Jersey history. The Task Force on New Jersey History recommended to the Governor that a course in New Jersey history be required for certification because their survey found an insufficient effort in the teaching of this subject in the public schools.
- The standards will require teachers to gather more information on social studies topics. The availability and use of the resources of the library media center including basic references (e.g., *Encyclopedia of the Native American*, *Encyclopedia of Exploration*) and the Internet would be an excellent in-service topic for everyone. See Appendix C for a list of resources prepared by the Educational Media Association of New Jersey.
- The eight sets of standards are interrelated and should be seen as a system for educational improvement. Staff may need training in the way to look at all of the standards in a unified or systems-based manner.
- There is a continuing need for renewal in civics for everyone. With the growth of knowledge, we all need to be current. There are new books and articles, numerous journals of politics and government, and theories and perspectives that are changing every day.
- More training in geography is a need for just about everyone who is not an active member of the New Jersey Geographic Alliance.
- An overview, a summary, and a discussion of past and current research in social studies education is a continuing staff development topic. Reviewing findings in such topics as concept development in social studies, new ways of assessing social studies learning, and developmental aspects of social studies would be very useful for staff.

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